Kurdistan Regional Government
Council of Ministers
Ministry of Education

# Sunrise

## Activity Book 12



# Sunrise

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**Kurdistan Regional Government**
**Council of Ministers**
**Ministry of Education**

**حکومەتی هەرێمی کوردستان – عێراق**

**وەزارەتی پەروەردە - بەڕێوەبەرایەتی گشتی پرۆگرام وچاپەمەنییەکان**

# 1 TO NEW YORK

LESSONS 1&2

## *Why not contact my cousin?*

### 1 VOCABULARY: air travel

**A Complete Azad's conversation at the airport with the check-in assistant. Then practise.**

| air ticket boarding pass luggage ~~passport~~ shoulder bag suitcase visa |
|---|



**Assistant** May I see your (1) *passport* ________ and your (2) ________, please?

**Azad** Here you are, and here's my (3) ________ for America.

**Assistant** Thanks. And how many pieces of (4) ________ are you checking in today?

**Azad** Just one (5) ________. It's about 20 kilos, I think.

**Assistant** Yes, 20.3 kilos. That's fine.

**Azad** Do you need to weigh my (6) ________, too?

**Assistant** Yes, please. Mm … 3.5 kilos, so that's no problem. … Now, here's your (7) ________, which shows you your seat number on the plane – 23C.

**Azad** Thanks very much.

**Assistant** You're welcome. Have a good flight.

**B Complete the two-word nouns with the following.**

| control departure landing ~~ticket~~ youth |
|---|

1 air *ticket* ________
2 ________ lounge
3 ________ pass
4 passport ________
5 ________ conference

**C Find the airport words to complete two more types of officer.**

| cutmoss crysuite ~~ciliop~~ |
|---|

1 *police* ________ officer
2 ________ officer
3 ________ officer

### 2 VOCABULARY: words in context

**Choose the right word to complete each statement. Change the form where necessary.**

1 Another passenger on the plane ________ Azad about his visit to New York. (ask / find out)
2 Azad ________ a lot from this passenger, who knew New York well. (ask / find out)
3 I'm just going on a short ________ to the mountains for a few days. (journey / trip)
4 Marco Polo's long and dangerous ________ from Italy to China took roughly three years. (journey / trip)
5 The manager and her assistant always have a ten-minute ________ at the start of the day. (conference / meeting)
6 Thousands of people from all over the world will come to the next international ________ on climate change. (conference / meeting)

7 Hemin and I had a quick ________ this morning, and he told me a bit about his holiday. (conversation / discussion)

8 Everyone who works here should meet one day and have a proper ________ about the future of our organization. (conversation / discussion)

9 We had dinner at about 7.00 ________. (last night / yesterday evening)

10 I turned off the TV and went to bed at 10.30 ________. (last night / yesterday evening)

11 I've just read an amazing ________ in this guidebook: the population of Greater New York is around 20 million! (fact / information)

12 This guidebook has lots of useful ________, advice and suggestions about things to do and places to see in New York. (fact / information)

## 3 FUNCTIONS: making suggestions

**Complete the suggestions with these forms. Be careful with the grammatical forms!**

| I suggest … | Let's … |
|---|---|
| What about … | Why not … |

**Read more about this in SB Unit 1 *Language focus* page 10.**

1 *Why not* visit the Tourist Office to get more information?

2 ________ meet at 12.00.

3 ________ you go to the museum if you have time.

4 ________ going for a walk in Central Park with me?

5 ________ keep an afternoon free for seeing the sights of New York?

## 4 GRAMMAR: tag questions

**Complete Kate's tag questions.**

1 The conference starts tomorrow, *doesn't it?*

2 You aren't giving your presentation tomorrow, *are you?*

3 You don't know anyone in New York, ________

4 New York is a huge city, ________

5 You won't get home until next week, ________

6 There are people from all over the world at the conference, ________

7 The conference isn't going to begin today, ________

8 People have to go to the conference centre tomorrow morning, ________

9 You haven't had time to explore New York yet, ________

10 You can't see Central Park from your hostel, ________



## 5 LANGUAGE FOR LIFE

**Complete the conversation. Then practise.**

Fine. How can I help?
Have you got a pen and paper?
How was your journey?

**Rondik** Hi, Susie! It's Rondik, and I've just arrived in New York!

**Susie** Oh, great! ________

**Rondik** It was very good. I really enjoyed it.

**Susie** I can give you some names of places to visit if you like.

**Rondik** Thanks. That would be very useful.

**Susie** Right. ________

**Rondik** Just a moment … OK, I'm ready now.

**Rondik** And I wonder if I could ask you one or two questions.

**Susie** ________

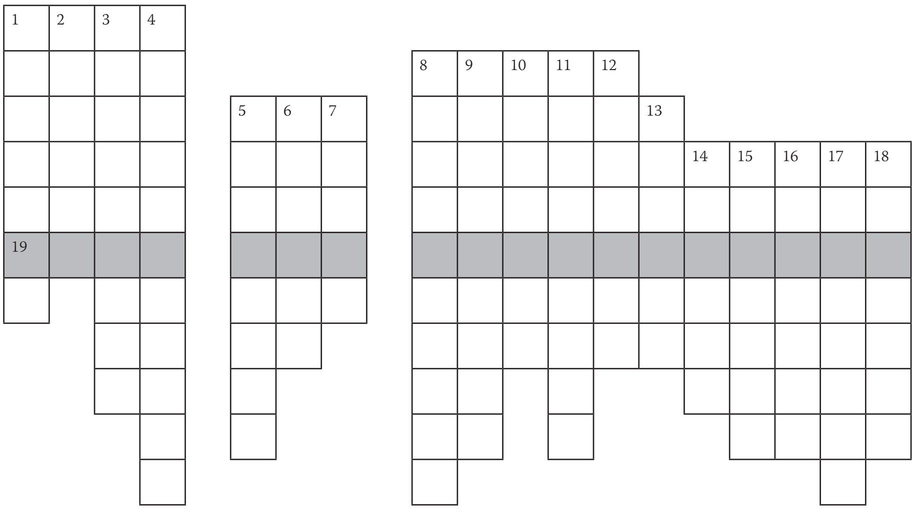
**Rondik** Well, first of all, how can I find out what's happening in New York.

**Susie** Oh, I suggest you buy a magazine called *Time Out*. It tells you everything.

## 2 UNIT VOCABULARY REVIEW

**Complete the puzzle with 18 of these new words. Find and write a short question – number 19. Change forms where necessary.**

| actually | avoid | contain | drought | eighth | forever | for instance | furniture |
|---|---|---|---|---|---|---|---|
| gene | grassland | hydroponics | income | intensive | limited | medium | |
| natural | nature | percentage | reproduce | tenth | useless | wetland | |



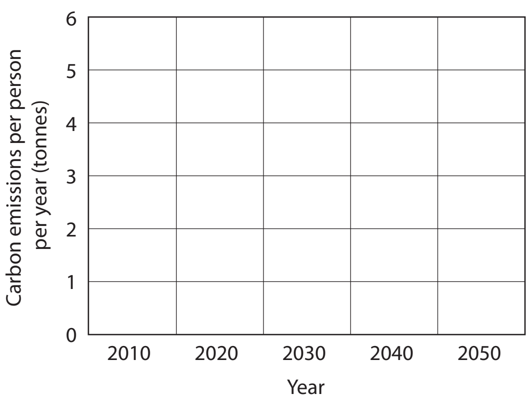

**1** The … that kept happening in the 1930s was a disaster for millions of American farmers.
**2** Mountains, rivers, oceans, plants and animals are all part of …
**3** Thousands of animals feed on open … in central Asia.
**4** Many scientists believe that … will be the best way to feed the world's rising human population.
**5** Asia has many great rivers – the Tigris and the Euphrates, for …
**6** About 13% of productive land – just over an … of the total – is used for farming.
**7** Scientists can add … that help plants resist disease.
**8** A very high … of all water – 97.2% to be exact – is contained in the world's oceans.
**9** In some parts of the world, there is … farming, with two or even three crops per year.
**10** In US national parks like Yellowstone, wildlife is and will continue to be protected …
**11** I need more … . I've only got a small table and an old chair!
**12** The weather and all the other systems of the … world are very complicated.
**13** Farmer Peter Wade makes money from crops, but part of his … also comes from his animals.
**14** Forests and woodland cover just over three … of all productive land – 32% to be exact.
**15** Earth has a huge amount of water, but the amount that we can actually use is very …
**16** This land has lost all its nutrients: it's … for growing anything.
**17** This huge greenhouse … over a million tomato plants.
**18** The land is very low along the coast, and this area of … is home to many sorts of wildlife.
**19** ______________________________

## 3 TO HELP YOU STUDY

You are writing about *The Future*. You want to use a chart to help explain a point.

**Complete the bar chart using figures from this paragraph. (Before you start, study the bar chart in the SB Reference Section page 111.)**

Developed economies such as those of the USA, Japan and Europe produce more carbon emissions than other parts of the world. They will therefore have to reduce their carbon emissions more. In a country like Britain, every man, woman and child produced an average of 5.2 tonnes of carbon emissions in 2010. This came from things like driving cars and using energy in the home, and the government's plan is to reduce this level greatly by the year 2050. The aim is to cut emissions to 3.8 tonnes per person by the year 2020. This is already a huge cut, but it is only the start. By 2030, there needs to be a further fall of over half to reach an average of 1.5 tonnes. By this time, it will be getting hard to find further cuts, and so the 2040 level has been set at 1.3 tonnes. Finally, the plan is to reach 1.1 tonnes of emissions per person by the year 2050. This will be just over a fifth of the level of carbon emissions half a century earlier!



# 6 LESSONS 1&2

## INTO THE INFORMATION AGE
## *That was when I started.*

### 1 VOCABULARY: office equipment

Some young UK school students are visiting a local company, InterTech, to learn about the world of work. The manager, Dr Dyson, is showing them round.

**Complete the conversation with these words.**

| calculator | ~~computer~~ | document | fax machine | headset | keyboard | laptop |
|---|---|---|---|---|---|---|
| mobile | mouse | photocopier | printer | screen | type | web cam |



**S1** What pieces of office equipment do you use most?

**Dr D** Well, here in the office, I use an ordinary landline phone and my desk-top (1) *computer*. But then, when I have to go out and travel from place to place during the day, I take my (2) ______________ phone and I also take my (3) ______________ computer, which I can use in my car, for example. Oh, and as I deal with numbers a lot in my work, I always carry a (4) ______________ with me, too.

**S2** What is that person over there wearing on her head?

**Dr D** That's a (5) ______________. She's wearing it to leave her hands free, so then she can (6) ______________ people's details on her computer as she speaks to them.

**S3** How does she do that?

**Dr D** Well, she types the details on the (7) ______________, and the (8) ______________ in front of her shows what she has typed. And she holds that (9) ______________ with her right hand to move up and down and around the screen – for example when she wants to change something she has typed.

**S4** I've heard of something called Skype. What's that exactly?

**Dr D** That allows you to use your laptop as a phone, and it allows you to see the person, too. You see, there's a little camera called a (10) ______________ at the top of the screen, so when you talk to someone, your two computers also send each other pictures that you see on your screens.

**S5** How do you make paper copies of a computer (11) ______________?

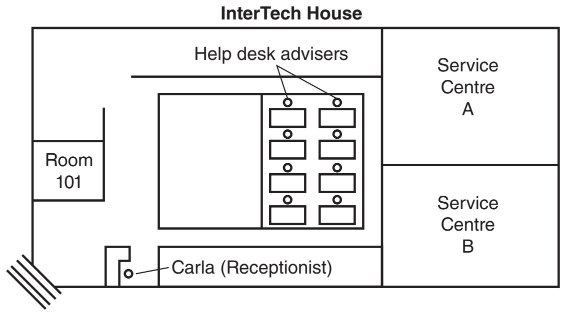
**Dr D** You send it electronically from your computer to your (12) ______________, and that produces as many copies as you want.

**S6** But what happens if you only have a paper copy of a document?

**Dr D** Then you use the office (13) ______________ to make copies. It's very fast.

**S7** How do you send a document from one office to another? By post?

**Dr D** No, not usually. That's far too slow! We normally email something like that from one computer to another. And if we only have a paper copy, then we can use our (14) ______________ instead. It turns a letter or a picture, for example, into electronic signals and sends them straight down the phone line.




## 2 GRAMMAR: full and reduced relative clauses

**Look at the plan view of the InterTech building. Create sentences with relative clauses from the sentence parts. Leave out the relative pronoun (*who, which* or *that*) when it is not necessary.**

1 receptionist, Carla, / (be) / person … (answer) phone calls to / company
*The receptionist, Carla, is the person who/that answers phone calls to the company.*

2 she (be) also / person … visitors to / company first (meet)
______

3 room 101 (be) / room … (use) for most meetings / visitors
______

4 it (be) / room … Dr Dyson (use) to talk / students
______

5 help-desk advisers (be) / people … customers (contact) / IT advice
______

6 they (be) technical experts … (can deal) / most IT problems / phone
______

7 two Service Centres (be) / workshops … (use) / repairing computer equipment
______

8 they (be) the parts of / company … / students (be) most interested in seeing
______

## 3 GRAMMAR: clauses introduced by *when, where* and *why*

The InterTech visit was arranged by a teacher, Mr Ian Grant, with the manager, Dr Dyson.

**Order the words in brackets to complete their phone conversation.**

**Dr D** Good morning. Emma Dyson speaking.

**Mr G** Good morning, Dr Dyson. My name's Ian Grant, and I'm calling from Park Road Comprehensive.

**Dr D** Ah, yes, (1) *that's where our new technician went to school.* (went / our new technician /to school / that's where)

**Mr G** Really! I expect you mean young Luke Harmer.

**Dr D** That's right. I was the one who interviewed him for the job, so (2) ______ (I know / his education. / that's why / a bit about) And I'm very interested in education and training, you see.

**Mr G** Yes, I know about that from a radio interview you did the other day.

**Dr D** Oh, I remember. (3) ______ (I talked / about the world of work / about more training / That was when)

**Mr G** Yes, and (4) ______ (an area where / This is / you could help. / I really think)

**Dr D** I see. Perhaps you could explain a bit more.

**Mr G** OK, well, Park Road (5) ______ (the world of work. / is a place where / to learn about / students are encouraged)

**Dr D** I'm glad to hear it. You should bring your students for a visit here at InterTech.

**Mr G** Well, (6) ______ (you now / I'm calling / the reason why / that's exactly) You see, I'm wondering if (7) ______ (I could bring / for a tour of InterTech. / a small group / there's any time when)

**Dr D** I'm sure that would be possible. Let's look at our diaries …

6 LESSONS 3&4

# INTO THE INFORMATION AGE

# *People join so as to chat to friends.*

## 1 VOCABULARY: synonyms

**A Find words in the texts on SB page 42 that can mean the same, or nearly the same, as these words.**

| Text | | |
|---|---|---|
| 1 | send | *transmit* |
| 1 | see … as | |
| 1 | sure | |
| 2 | although | |
| 2 | for nothing | |
| 2 | for instance | |
| 3 | nearly | |
| 3 | enormous | |

**B Now complete these sentences with word pairs from A.**

1 Bell is *seen as / regarded as* one of the great inventors of the 19th century.

2 Dara didn't want any money: he did the job ________________.

3 Let me finish counting: 90 … 95 … 96 … 96.50. Wow! I've got ________________ £100.

4 The Pacific is ________________. It's far bigger than any of the world's other oceans.

5 We can get information from several sources. ________________ we can use the internet.

6 Tony is a good friend, ________________ I must say he sometimes acts very strangely.

7 As soon as the earthquake had stopped, news teams started ________________ reports and pictures round the world.

8 I'm ________________ Ako will do well in the school play. He's a great actor!

**C Use the correct word from A to complete the following.**

Words can be synonyms in some contexts, but not in others, so you need to be careful.

1 We worked hard to stop the old boat from going down, but it was all ________________. It finally filled with water and sank like a stone!

2 I'm not going to email my cousin. I'm going to ________________ him a letter by post.

3 Could you do something for me? // ________________. Just say what you want me to do.

## 2 VOCABULARY: grammatical sets

**A Complete the table with words from the texts on SB p42, and with words that you already know.**

| Text | verb | noun (thing) | noun (person) |
|---|---|---|---|
| 1 | invent | *invention* | *inventor* |
| 1 | XXXX | science | |
| 2 | research | | researcher |
| 3 | educate | | educator |
| 3 | | teaching | |
| 3 | | creation | creator |
| 3 | | study/ies | |

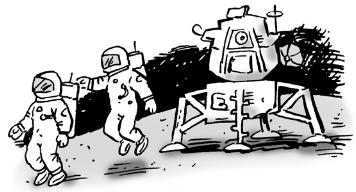
**B Use grammatical word sets from A to complete the following. Change forms where necessary.**

1 Havel is a ________________, and he is ________________ at university. His subject is business ________________.

2 Chinar sometimes helps to ________________ the children in Grade 1, and it's easy to see that she's a natural ________________. She really should make ________________ her career.

3 Bell was a great ________________, and he ________________ many things. However, his greatest ________________ was certainly the telephone.

4 Walt Disney was the ________________ of many famous cartoons. For example, he ________________ Mickey Mouse very early in his career, in the 1930s. Although Disney went on to produce many other films, Mickey Mouse remained perhaps his most famous ________________.



## 3 GRAMMAR: relative clauses with extra information

**A Combine the sentences using relative clauses with commas.**

1 Bell invented many useful things. He moved from Scotland to America.
*Bell, who moved from Scotland to America, invented many useful things.*

2 Armstrong and Aldrin made their flight in 1969. They were the first humans on the moon.
______________________________

3 The World Wide Web was invented by Tim Berners-Lee. He was working in Geneva at that time.
______________________________

4 Fibres optics is now used more than satellites for communications. They have become a global network.
______________________________

5 Millions of people now use Wikipedia. It is written for free by experts all over the world.
______________________________

6 People meet to communicate on various social sites. These include Facebook and My Space.
______________________________

**B Add real information about things in your life.**

1 I go to (name) ______________ School, which (information) ______________
______________________________

2 My cousin, who (information) ______________________________,
(information) ______________________________

## 4 GRAMMAR: expressing purpose

**A Complete the sentences. Choose between *so as to/in order to, so that* and *for the purpose of.* (Check the grammatical forms after the gaps.)**

1 Bell used fibre optics ______________ transmit pictures and sound.
2 Doctors started using fibre optics ______________ they could look inside the human body.
3 Scientists worked hard to improve fibre optics ______________ it would become possible to use them over long distances.
4 NASA used fibre optics ______________ helping to put human beings on the moon.
5 Many people now use the internet ______________ do a lot of their shopping.

**B Complete the sentences with suitable statements of purpose. Choose between *so as to/in order to, so that* and *for the purpose of.***

1 Bell invented the telephone *so that people in different places would be able to communicate with each other.*

2 Doctors wanted to look inside the human body ______________________________
______________________________

3 Tim Berners-Lee wanted to share information with other scientists ______________
______________________________

4 Small Canadian communities far from other places wanted SchoolNet ______________
______________________________

5 Millions of students in many different countries now use SchoolNet ______________
______________________________

**INTO THE INFORMATION AGE**

# *Describing, arguing for and against, concluding*



## 1 VOCABULARY: literary criticism

**Complete the short essay on the poem *New Frontiers*. Add words from the boxes.**

| lines | poem | rhyme | rhymes |
|---|---|---|---|
| scheme | verse | verses | writer |

In this short (1) ______________, the (2) ______________, Coral Rumble, talks about the amazing fact that modern technology allows her to explore the whole world without leaving her office.

The poem has just four (3) ______________, each with four (4) ______________. The rhyme (5) ______________ is a simple one in verses one, two and four: every second line (6) ______________ – *need, speed,* etc. (7) ______________ three is slightly different though, as all four lines (8) ______________, with the pattern a, b, a, b.

| meaning | point | rhythm | |
|---|---|---|---|
| stress | strong | structure | title |

Like the rhymes, the (9) ______________ of the poem is very simple. It is basically a weak (10) ______________ followed by a (11) ______________ stress, repeated again and again.

With the fun of the last line and its simple four verse, four line (12) ______________, this short poem seems very light. If, though, we look at the poem's (13) ______________, *New Frontiers*, we can see that the writer is making quite a serious (14) ______________. At first, this title might just seem to mean the lines between countries that she crosses on her 'journeys' round the world. However, it has a different, deeper (15) ______________: it actually expresses the idea that the writer can now explore the farthest edges of what we know and of what is scientifically possible.

## 2 WRITING

**A Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 1 of a short essay with the title *Fibre optics and the internet.* (Write it in E on the next page.)**

development / internet (closely connect) with / earlier development / fibre optics, which (take) many years

**B Expand your time line notes from SB Lesson 4 D1 to continue paragraph 1 like this.**

*Fibres optics was used in the Photophone as early as 1880. Then, in the early twentieth century,* …

**Start the sentences that follow with these linking expressions.**

Some time after that, in … (decades)

During that period, in (year), …

Not long after that, in the late (decade), …

This was followed by … in (year)

The internet really … after (year)

**C Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 2. (Write it in E on the next page.)**

although it (only invent) / late 1970s, many uses / internet (find), / it (change) / way billions / people live / do things today

**D Expand your network from SB Lesson 4 D2 to continue paragraph 2 like this.**

First of all, it provides information through websites such as … which ...

Secondly, there is online shopping, which we can do through websites like … which ...

Thirdly, we can join social sites such as …, which …

Again, … is supported by SchoolNet, for example, which …

**E Write your short essay here.**

**Fibre optics and the internet**

*The development of the internet was* ____________________

*Although it was only invented in the late* ____________________

## 3 UNIT TASK

**Use points from your discussion (SB p45) to write your report to the Ministry of Education here.**

**What sort of SchoolNet do we need in Kurdistan?**

Some people argue for completely free access to the internet. However, it is also possible to argue against this and for more limited access. In our class discussion, we have considered some of the arguments on both sides.

There are at least two reasons why some people want free access to the internet. First of all, ____________________

However, there are also reasons why it may not be a good idea to give students total freedom to go wherever they want on the internet. First of all, ____________________

After careful discussion, we came to the conclusion that ____________________

In the opinion of most of us, ____________________

# Language Focus

## 1 UNIT LANGUAGE REVIEW

**A Read the local newspaper report and add commas to relative clauses which need them.**

### LOCAL COMPANY WELCOMES NEW MANAGER

Local company InterTech has just made Dr Emma Dyson the new Director. She is taking over this important job from Mr Alan Rees who founded the company 20 years ago.

Introducing her, Mr Rees said, 'She's someone who will bring new ideas to InterTech, and I know that we are an organization that will be quick to accept them.' Mr Rees who is now 67 will remain as an adviser.

Dr Dyson comes to InterTech from ILS which is one of Europe's largest IT organizations. Although she trained as a technician, she managed several ILS businesses during the 12 years that she worked for ILS.

In reply, Dr Dyson said, 'InterTech is a company which is known for its great technology. I can't wait to start this job which will allow me to work closely with people who are the best in the IT world!'




**B Complete part of Dr Dyson's recent radio interview. Add one of these words where necessary. Where *that, which* or *who* is not necessary, leave the gap empty. (Interviewer = I, Dr Dyson = Dr D).**

that which who when where why

**I** Perhaps we could talk about the reasons (1) ______________ you chose to move to InterTech.

**Dr D** Well, it's a company (2) ______________ is famous in the IT world. Alan Rees is also someone (3) ______________ I regard as a great IT leader. And I'm a person (4) ______________ likes trying new things, so after 12 years with ILS, his invitation was just the opportunity (5) ______________ I wanted! He called on a day (6) ______________ I was feeling very bored with my old job!

**I** Is InterTech very different from the place (7) ______________ you were working before?

**Dr D** Yes, that was just a factory. But those were the years (8) ______________ I got much of the experience to do my new job.

**C Complete another part of the interview. Choose between the expressions of purpose in brackets.**

**I** Now, Dr Dyson, you said that one reason for doing this interview was (1) ______________ (to / so that) you could talk a little about education and training.

**Dr D** That's right. It's (2) ______________ (for the purpose of / so as to) encourage everyone to think more about these very important things. You see, schools and colleges are there (3) ______________ (for the purpose of / in order to) providing the best possible start in life. And there's another side to this, too. (4) ______________ (in order to / so that) get the people we need at a company like InterTech, we need schools and colleges to prepare students well.

## 2 UNIT VOCABULARY REVIEW

**A Use the letters in brackets to produce the words for the definitions.**

1 *various*: (adj) several different (souviar)
2 ________________: (conj) at any time, or in any situation (hevernew)
3 ________________: (adj) right for a certain purpose, person or situation (subalite)
4 ________________: (n) the end of something; final statement after looking at all the related points and arguments (inocsulnoc)
5 ________________: (n) a person, place or thing that provides something, e.g. information, that you want (socure)
6 ________________: (v) to become an expert in one area of work, study, etc (zealispice)
7 ________________: (v) find the answer to a problem or puzzle (loves)
8 ________________: (v) to complete your studies successfully at college or university (atraudge)
9 ________________: (n) a period of ten years (dedace)
10 ________________: (v) to talk with someone who does not agree with you; to give reasons that support or that attack an idea (rugea)

**B Check your work in A. Find the words you produced in this list of important new words.**

| access actually anyway argue conclusion decade emotional exist freedom graduate interactive limited solve source specialize suitable technical various whenever wherever |
|---|

## 3 TO HELP YOU STUDY

**A Match these words that you already know to nine of the dictionary definitions below.**

| telephone prevent interactive international telecommunications prefer internet prepare television |
|---|

1 ________________ describes a system or computer program which allows communication between people or between a person and a machine
2 ________________ between continents, from one continent to another, e.g. a flight
3 ________________ describes something, e.g. a sports event, which more than one country takes part in
4 ________________ a large system of computers that are connected to allow people to share information and communicate with each other

* * * * * * * * * * * *

5 ________________ to choose one thing before or instead of others
6 ________________ to get someone or something ready before something that will happen in the future
7 ________________ to stop something before it can happen in the future
8 ________________ a chance to see something, e.g. a film, before everyone else can see it

* * * * * * * * * * * *

9 ________________ the sending and receiving of messages over a long distance, especially by telephone, radio and television
10 ________________ a meeting between people who are in different places, but who are connected by video and computers
11 ________________ a piece of equipment that allows people to speak to each over a long distance
12 ________________ **1** a rectangular box with a screen which receives electronic signals from a long distance and turns them into moving pictures and sounds **2** the technology of sending moving pictures and sounds over long distances

**B Each group of words in A uses one prefix. Find the three prefixes and their meanings in your SB Reference Section 1. Then underline words in the definitions above that express those meanings.**

**C Understanding prefixes can help you to understand new words.**

**Try to work out the meanings of the new words below and then add them to the correct definitions in A.**

| preview teleconference intercontinental |
|---|

**7** LESSONS 1&2

# WORKING TOGETHER FOR A BETTER WORLD

## *We humans always try to do the impossible.*

### 1 VOCABULARY: words that often go together (collocations)

**A Look at the two boxes and find words that often go together. Draw lines to connect them. Then look at SB page 48 to check your work.**

| atmospheric | climate | health | ~~killer~~ | technological | top | weapons of |
|---|---|---|---|---|---|---|

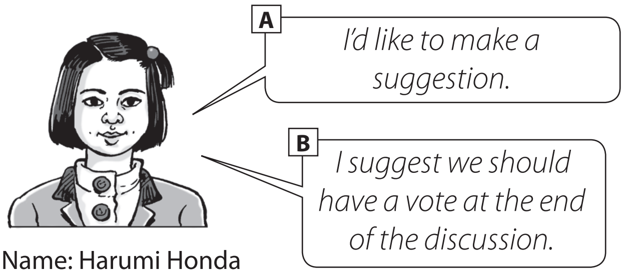
| care | change | ~~diseases~~ | emissions | priority | solutions | war |
|---|---|---|---|---|---|---|

**B Use collocations from A to complete the following. Change their forms if necessary.**

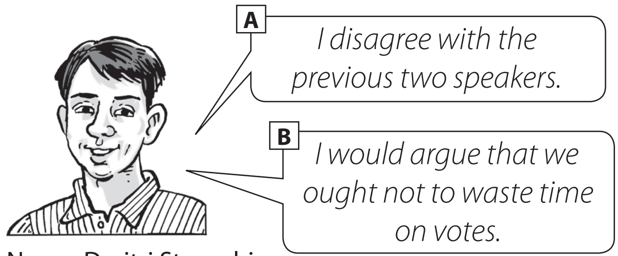
1 Malaria is a *killer diseae* that takes the lives of millions every year.
2 If we could have world peace, countries could stop spending so much on ______________.
3 After the floods, there was very little proper ______________, so a lot of people became ill.
4 For many years, factories were allowed to pollute freely, and the ______________ were terrible.
5 Many scientists believe that very bad weather events show that ______________ has started.
6 The two ______________ of every government should be to keep its people safe and healthy.
7 We need all kinds of ______________ such as fuel cells to help reduce global warming.

### 2 GRAMMAR: participle clauses 1

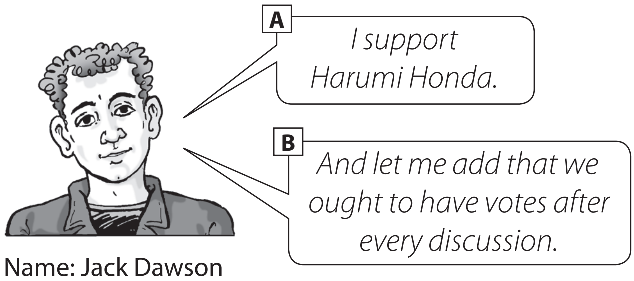
**A Give the speakers' names and countries, and then form participles to report their 'A' statements.**

1


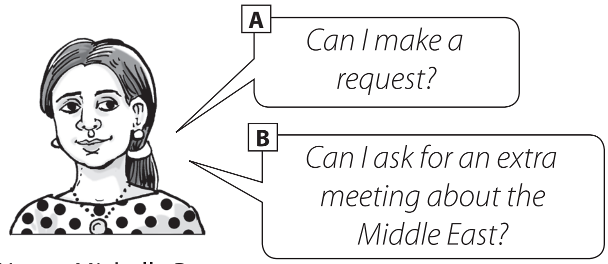
Name: Harumi Honda
Country: Japan

3


Name: Dmitri Stepashin
Country: Russia

2


Name: Jack Dawson
Country: Canada

4


Name: Michelle Barre
Country: France

1 The next speaker was *Harumi Honda* from *Japan* making *a suggestion*.
2 The following speaker ______________________________.
3 The speaker after that ______________________________
______________________________.
4 The final speaker ______________________________.

**B Use these 'starters' and form participles to report the speakers' 'B' statements.**

| We heard … I remember … We listened to … We saw … |
|---|

1 *We heard …* ____________________
2 ____________________
3 ____________________
4 ____________________

## 3 GRAMMAR: verb + infinitive; verb + ~*ing* form

**A Complete part of the conference representative's speech with the correct forms of the verbs in brackets. (If two forms are possible, give both.)**

'A few years ago, the amount of malaria appeared (1) ____________ (be) declining in many countries, but the truth is that we have failed (2) ____________ (get) rid of this terrible disease. Despite all the work that has been done and is being done, the numbers of malaria cases have started (3) ____________ (rise) around the world, and this is very bad news.

Conference, some years ago the world managed (4) ____________ (get) rid of another horrible disease – smallpox. Now, if we all decided (5) ____________ (act) together again, I believe that we could do the same with malaria. Of course, that would mean (6) ____________ (spend) a lot of money. But please stop (7) ____________ (consider) for a minute what it would mean if we succeeded in (8) ____________ (end) this disease. Millions of people – many of them children – would no longer continue (9) ____________ (have) their lives destroyed by it. Children would stop (10) ____________ (die) in the large numbers that they do today. All these people would go on (11) ____________ (live), and they would have productive lives instead.

How would we do this? I believe the UN's World Health Organization would need (12) ____________ (lead) the fight. And first, we would have to keep (13) ____________ (look) for good, cheap cures for even the worst forms of the disease. From there, we would then go on (14) ____________ (find) ways of preventing the disease.

If the world agreed (15) ____________ (provide) the necessary resources to do these things, I believe that in 20 years from now, we could say goodbye to malaria for ever!'

**B Complete the following with *used to* + infinitive or *be/get used to* + ~*ing* form. Use the verb in brackets.**

1 It's midnight, and I'm tired. I *'m not used to staying up* so late. (stay)
2 I ____________ that conferences were a waste of time, but now I feel they can be useful. (think)
3 I come from a small country town, and I can't ____________ in New York. (live)
4 What ____________ most when you were younger? // Playing football. (enjoy)
5 Why are you going so slowly? ____________ your new car yet? (drive)
6 ____________ away from home when I go to college? // Don't worry! Of course you will! (be)

## 4 LANGUAGE FOR LIFE

**Complete appropriately. Then practise.**

| after all, can't help thinking<br>for one thing, … for another, |
|---|

**A** What do you think of Plan B?
**B** I ____________ that it's the wrong one. I prefer Plan A.
**A** Why do you feel that way?
**B** ____________ it would be too expensive, and ____________ it would take too long.
**C** Yes, it has to be Plan A, doesn't it? ____________ we need the quickest, cheapest solution, don't we?

7 LESSONS 3&4

# WORKING TOGETHER FOR A BETTER WORLD

# *Before leaving, I inquired how she felt.*

## 1 VOCABULARY: opposites

**A Add opposites from the text on SB page 50.**

1 North Pole ________
2 midday ________
3 take off ________
4 dark ________
5 cool ________
6 take ________
7 load ________
8 below ________

**B Use pairs of opposites from A to complete the following. Change forms if necessary.**

1 The temperature at the South Pole is almost never ________ 0°C, and it is sometimes 50 or 60° ________.
2 When it's ________ in one place, with the sun high in the sky, it's ________ on the opposite side of the world.
3 Now we have to ________ the supplies from the plane and ________ them onto our truck.
4 We ________ early in the morning that day, and we ________ in New Zealand 12 hours later.
5 My tea was too hot to drink, but it's ________ enough now. And I'm heating some soup. I think it's ________ now.

## 2 GRAMMAR: reported speech forms

**Turn Chris Carr's notes and the direct speech into sections of his diary report. Use the reporting verbs in brackets.**

**Day 2:** In his office, the Director of Amundsen-Scott, Dr Ian Macbeth (ask … to, tell … to, invite … to)

*Please sit down and have a cup of coffee.*

*Tell me a bit about your plans.*

*You must ask me for whatever help you need whenever you need to.*

In his office, the Director of Amundsen-Scott, Dr Ian Macbeth, *invited me to sit down and* ________

________ *and he asked* ________

________ *. Then he* ________

**Day 3:** With Sally Woo, Communications Centre Manager (add, explain, go on to say, say, tell me)

*We transmit all our signals from here via satellite.*

*We've just sent out a long research report for example.*

*And we're also sending an urgent request for the new Julia Roberts movie.*

*All kinds of signals come in and go out, day and night.*

*Lots of personal messages will be received and transmitted later on.*

Today, I spent some time with Sally Woo, the Communications Centre Manager. She told me that ________

**Day 4:** Talk to Supply Manager Bob Brant – has been coming to the Pole for many years. Questions to ask (ask, inquire, want to find out, want to learn, want to know)

*Is it true that you've been to the Pole more times than anyone else?*

*Do you spend more time at the Pole than at home in California?*

*When did you first come to the South Pole?*

*How many supply flights are there every year?*

*Can you get supplies during the winter?*

This afternoon, I decided to talk to the Supply Manager, Bob Brant, who has been coming to the Pole for many years. I wanted to know if it was true that ________________________________

________________________________________

________________________________________

________________________________________

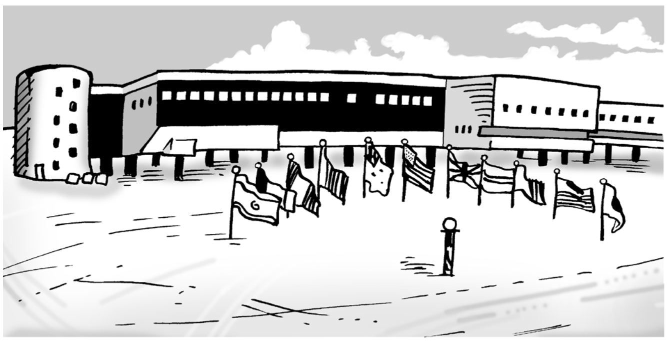
________________________________________

________________________________________

________________________________________

________________________________________

________________________________________



## 3 GRAMMAR: connecting ideas

**Choose the correct connectors from SB pages 50–51 to complete Chris Carr's report.**

Bob Brant told me that he had been to the South Pole a total of 17 times during the past 20 years. However, he was not sure whether that was the world record (1) ______________ (so / because) other people had also been many times. When I wondered whether he spent more time at the Pole than at home in California, he said that (2) ______________ (as / although) he loved his job, he also loved life in California, (3) ______________ (and so / but) he never spent more than four months a year at Amundsen-Scott. (4) ______________ (After all, In addition,) he explained, he had a wife and family back home, (5) ______________ (or / and) they needed to spend time together.

Turning to his job, I learned that there were 300–400 supply flights a year – an enormous number! This was (6) ______________ (due to the fact that / despite the fact that) everything they needed had to be brought by air. What was more, he said, all those flights had to come during the summer (7) ______________ (though / as) planes could not land and take off during the winter months. (8) ______________ (Because of / Despite) these very long periods without new supplies, though, it seems that there had never been any serious problems.

## 4 GRAMMAR: participle clauses 2

**Complete the comments on Chris Carr's trip to the South Pole. Choose from the following words and form participles from the verbs in brackets.**

| after | before | on | since | when/while |
|---|---|---|---|---|

1 *Before travelling* to the South Pole, Chris read as much as he could about life there. (travel)

2 ____________________ at Amundsen-Scott, he spoke with as many of the scientists there as he could. (stay)

3 ____________________ his diary report each day, he immediately went to the communications centre and sent it to his newspaper. (complete)

4 He finally flew back to New York ____________________ two weeks at the South Pole. (spend)

5 ____________________, he said goodbye to all the people he had met there. (leave)

6 He thought a lot about his visit to the Pole ____________________ back home. (fly)

7 ____________________ at JF Kennedy Airport, he went straight home for a long sleep. (land)

8 ____________________ to New York, Chris has decided to write a book about the work of the 'Polies'. (return)

7

LESSONS 5&6

# WORKING TOGETHER FOR A BETTER WORLD

# *Turn taking in discussion*

## 1 WRITING SKILLS

**Write the following as a conversation. Add the correct punctuation – capital letters, commas, apostrophes, full stops, dashes, hyphens, question marks and exclamation marks.**

well now lets hear some other peoples ideas about the worlds top priorities for 2025 maria delgado said sita kumar can i ask you to say something

yes of course sita said well it seems to me that its very very important to achieve priority 3 education and health care for all children

sorry but i feel i need to say something alhaji buhari said

maria invited him to speak please go ahead alhaji she replied

well alhaji began its certainly true that childrens health and education are very important priorities for the long term however i believe that we have to make climate change our most important immediate priority if we don't he went on we wont be able to provide health education or anything else

i see your point sita answered but the fact is that weve got to deal with everything health and education as well as climate change



## 2 WRITE

**Write Chris Carr's report of your discussion with three partners in C SPEAK on SB page 53. Use your notes from A1 and this framework to write the report in three short paragraphs – one for each exchange of opinions.**

| | | | |
|---|---|---|---|
| | argued for … | saying that … | |
| (name) | supported … | stating that … | But … |
| I | argued against … | believing that … | However, … |
| | disagreed with … | pointing out that … | |
| | | making the point that … | |

First, ______________ argued for World Bank loans, making the point that they ______________
______________. However, ______________ disagreed with her, saying that they ______________ then went on to ______________
______________

Finally, ______________
______________

## 3 UNIT TASK

**A Follow Chris's introduction with a new paragraph for each exchange between the speakers.**

**B Follow the start of the concluding paragraph with your own ideas.**

**SMALL FINANCE SCHEME BRINGS BIG BENEFITS**

I did not know much about the benefits of microfinance until the recent Youth Conference in New York. Now I have also finally seen it in action, and I would like to tell you about it through a recent interview in a village on the coast of Indonesia. This was with Ibu Dhanani, a very brave woman who has fought to build a new life since the terrible tsunami of 2004 destroyed everything there and killed many thousands.

First, I asked Ibu Dhanani to tell me ______________
______________

It is clear from this, and from millions of other success stories in many countries, that microfinance loans ______________
______________

# Language Focus

## 1 UNIT LANGUAGE REVIEW

**A Complete part of the conversation with the correct forms of the verbs in brackets. (If two forms are possible, give both.)**

Chris Carr is visiting a New York publishing company to discuss his proposal for a book about life at the Amundsen-Scott Station. He is talking with the Publishing Manager, Liz Ramirez.

**Liz** Well, my advisers and I all enjoyed (1) *reading* (read) your diary reports and your proposal, and we'd like (2) ________ (publish) the book.

**Chris** Great! Well, I can start (3) ________ (work) on it tomorrow.

**Liz** But there is one big problem. Now, I don't mean (4) ________ (upset) you, but we want you to consider (5) ________ (add) a short history of Antarctic exploration.

**Chris** I'm very happy to do that, but it'll mean (6) ________ (produce) a longer book.

**Liz** That's fine with us. And the other thing is this: we would need (7) ________ (have) the finished book from you in three months from now.

**Chris** Well, I'm a reporter, so I'm used to (8) ________ (write) fast!

**B Order the words in brackets to form this pattern: subject + verb + object + participle clause.**

Chris is showing Liz some video material from his visit to the South Pole.



1 Now here *we're looking at Bob Brant organizing* the transport of new supplies from a plane. (looking at / organizing / Bob Brant / we're)
2 And in this bit ________ equipment in the communications centre. (Sally Woo / you're / checking / watching)
3 This time, ________ with her research team. (working / videoing / Dr Ullsen / I'm)
4 Finally, here ________ fresh fruit in the hydroponics unit. (seeing / we're / picking / people)

**C When Chris got home after the meeting with Liz Ramirez, he told his wife what had been said. Put parts of the conversation into reported speech. Use the reporting verbs in brackets.**

**Liz** Come in and sit down, Mr Carr. (invite) Were you able to find our offices all right? (ask)

**Chris** I often come past the building, so I know it well. (tell)

**Liz** Can I get you a coffee before we start talking about your book? (offer)

**Later …**

**Liz** Will you have time to write the book? (ask)

**Chris** Don't worry about that. (tell) I'm sure I can make enough time to write my first book! (say)

**Liz** Why does the Antarctic interest you so much? (want to know)

**Chris** I'm very interested in the people who live and work there. (explain)

… *So first she invited me to go in and sit down. Then* ________

________

________

________

*Later ...* ______________________________

______________________________

______________________________

______________________________

**D Complete the story of the book's development. Choose from the following words and form participles from the verbs in brackets.**

| after before on since when while |
|---|



1 *On leaving* ______ Liz Ramirez, Chris immediately called his wife to tell her about the meeting. (leave)
2 He stopped at the library to borrow some books on Antarctic exploration ______ home by bus. (travel)
3 ______ home, he went on the internet to do more research. (get)
4 Several days later, he carefully read all his notes again ______ ______ work on writing the book. (start)
5 ______ the book, he sometimes emailed his 'Polie' friends for more information. (write)
6 ______ the book, he emailed it straight to Liz. (complete)
7 ______ it to the company, he has been waiting for further news. (send)
8 ______ Liz today, he was told that it would be in the shops next month. (call)

## 2 UNIT VOCABULARY REVIEW

**A Use the letters in brackets to produce the words for the definitions.**

1 *immediately*: (adv) very quickly and without stopping to do anything else (mytelimedia)
2 ______: (v) to have a different opinion from someone else (reidsage)
3 ______: (n) how your body is, especially whether you are ill or well (hathel)
4 ______: (n) an organization that gives money and/or other help to people who need it (harytic)
5 ______: (n) something arranged or decided between people, organizations, etc, about what to do (greatmeen)
6 ______: (v) to have a plan in your mind to do something (tinden)
7 ______: (v) to ask someone for information about something (irequin)
8 ______: (v) the act of saying something about someone or something (notemin)
9 ______: (n) an amount or quantity of something that is ready for use (pusply)
10 ______: (n) a thing that is used for hurting people or damaging things (openwa)

**B Check your work in A. Find the words you produced in this list of important new words.**

| agreement atmospheric charity cooperative disagree disagreement exploration health immediately infrastructure inquire intend killer limit loan mention previous supply technological weapon |
|---|

# 8 REVISION
LESSONS 1&2

# *They are the people working with us.*

## 1 VOCABULARY: words that often go together (collocations)

**A Look at the two boxes and find words that often go together. Draw lines to connect them. Then look at SB page 56 to check your work.**



| business | cultural | sales | ~~ski~~ |
|---|---|---|---|
| star | top | trading | wide |

| activity | attraction | company | exchange |
|---|---|---|---|
| experience | manager | priority | ~~resort~~ |

**B Use collocations from A to complete the following. Change their forms if necessary.**

1 Switzerland is famous for its many *ski resorts*.
2 She used to be a junior sales assistant, but now she's risen to become the ________.
3 Mr Bahjat has worked for several large construction companies and therefore has ________ of the industry.
4 In addition to finding new business opportunities, we hope to create new ________ between our two countries in order to understand our different ways of life better.
5 There's lots to talk about, but our ________ has to be next week's sales conference.
6 The two different parts of this company focus on two different ________ – car sales and vehicle repairs.
7 As the largest ________ in the country, we supply our market with everything from office equipment to building materials.
8 Zara's singing was wonderful – she was the ________ at the school concert last night.

## 2 VOCABULARY: opposites

**A Add opposites from the texts on SB page 56.**

| Text | | |
|---|---|---|
| 1 | ugly | ________ |
| 2 | forget | ________ |
| 2 | modern | ________ |
| 3 | arrive | ________ |
| 3 | import | ________ |
| 3 | fail | ________ |
| 3 | decrease | ________ |
| 4 | refuse | ________ |

**B Use pairs of opposites from A to complete the following. Change forms if necessary.**

1 Our aim is to ________ New York next Sunday and to ________ in San Francisco ten days later.
2 When the price of a product ________ too much, people can't afford it any more, and so sales ________.
3 China ________ huge quantities of materials like iron and oil so as to make the enormous amounts of goods that it then ________ to other countries.
4 Please ________ to buy some milk and eggs on your way home. // Don't worry. I won't ________.
5 The old industrial area of town used to be ________ and dirty, but now it's a ________ green park.
6 Saman and Karwan ________ to climb the mountain twice, but they tried again and this time they ________.
7 At first, Nian ________ our offer of help, but she really couldn't finish the job alone, and so she finally ________.
8 Some of Britain's ________ roads today follow the same routes that the ________ Roman roads followed nearly 2,000 years ago.

## 3 GRAMMAR: phrasal verbs

**Complete the sentences with the correct phrasal verbs. Add a pronoun where necessary.**

| take away | take off (+ object) | take off (- object) | take out | take over |
|---|---|---|---|---|

**1** When do you leave? // My plane ________________ at 11.05.
**2** Ben was wearing a thick sweater, so when he got too warm, he ________________.
**3** Zara is too busy to run the sports club now, so she's asked me to ________________ the job.
**4** I think I put the books in that bag over there. Could you ________________ for me, please?
**5** Well, now we've got our new sofa, what are we going to do with the old one? // Dave and I will ________________ and get rid of it.



## 4 GRAMMAR: modal verb + *have*

**A Read the situations and use the ideas in brackets to say what *could/should/shouldn't have* happened instead.**

**1** Your little brother has kicked his football into a neighbour's garden. (kick the ball so hard)

______________________________________________

**2** You woke up late this morning. As a result, you nearly missed the school trip although, luckily, the last bus was still there! (wake up at the right time)

______________________________________________

**3** You have only come second in the school sports day 400-metre race, and you are disappointed. You think it was because you missed some training last week. (win if I train properly last week)

______________________________________________

**B Rewrite your comment in A3 in two more ways. Use 1) *I wish*, and 2) *if only.***

**1** ______________________________________________
**2** ______________________________________________

**C Read the situations and use the ideas in brackets to say what possibly *could/may/might have* happened or what definitely *must/can't/couldn't* have happened.**

**1** You are looking for a friend everywhere at the end of the school day, but you can't find this person anywhere. (go home)

______________________________________________

**2** You left a phone message for your sister to meet you at the coffee shop, but she has not answered or arrived. (not find the message)

______________________________________________

**3** You suddenly find that you have lost your money. Earlier, you went to the post office in order to buy some stamps. Perhaps it's there. (leave it at the post office)

______________________________________________

**D Now use a form from A and then a form from C to speak to your neighbour, an old woman.**

You are going to the supermarket for some eggs, and you see a neighbour – an old woman – carrying four heavy bags home from the supermarket. She looks very tired and you run to help her home. (give me your shopping list … do your shopping for you)

______________________________________________

______________________________________________

8 LESSONS 3&4

# REVISION
# *Language*

## 1 GRAMMAR: describing with participle clauses

**Match the sentence parts to Azad's photos from New York and form participles from the verbs in brackets. Write the complete sentences as his descriptions of the photos.**

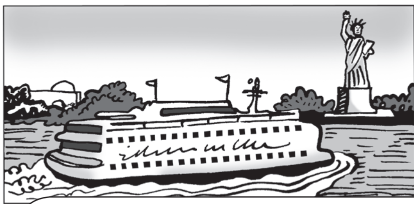
| | | |
|---|---|---|
| Here are some kids | (do) | a party at the end of the conference. |
| Here's Stella | (give) | in Central Park. |
| That's the Mayor | (have) | us to Staten Island. |
| These are my friends | (show) | my presentation on Kurdistan. |
| This is me | (skateboard) | me the sights of New York. |
| This is the ferry | (take) | his welcome speech. |



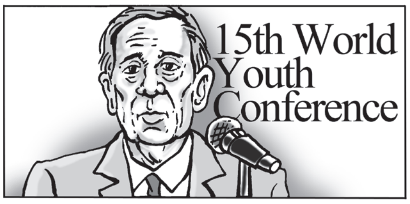
1 *This is me doing my presentation on Kurdistan.*



2 ______________________



3 ______________________




4 ______________________



5 ______________________



6 ______________________

## 2 GRAMMAR: *after, before, on, since, when, while* + participle clause

**Complete Azad's story. Choose from the words above and form participles from the verbs in brackets.**

1 ______________ to New York, Azad asked his English teacher, Kate Reilly, for some advice. (fly)

2 ______________ in New York, he went straight to his hostel. (land)

3 ______________ there, he started preparing for the conference. (arrive)

4 ______________ to Kate Reilly, she suggested meeting her cousin Stella. (talk)

5 ______________ in New York, he took part in the conference and also met Stella. (stay)

6 ______________ to Kurdistan, he visited his cousin in Ohio. (return)

7 ______________ back home, he met Stella and Kate and invited them for dinner with his family. (get)

## 3 GRAMMAR: ways of comparing quantities

**Compare the areas of Iraq and other countries in the region. Complete the statements about the table. Use the ways of comparing shown in brackets – (%) e.g. *15%,* (a/b) e.g. ½, or (×) e.g. *five times, twice.***

| | Egypt | Iraq | Jordan | Saudi Arabia |
|---|---|---|---|---|
| area ($km^2$) | 1,001,000 | 435,000 | 90,000 | 2,331,000 |

**Choose from these expressions:**

about approximately roughly

1 Iraq is ______________________ the size of Jordan. (×)
2 Iraq has an area ______________________ the area of Egypt. (a/b)
3 Egypt is ______________________ of the size of Saudi Arabia. (%)
4 Jordan has an area ______________________ of the area of Iraq. (%)
5 Iraq is ______________________ of the size of Saudi Arabia. (a/b)
6 Saudi Arabia has an area ______________________ the area of Jordan. (×)

## 4 GRAMMAR: reported speech

**Continue Stella's blog with a description of the visit to Azad's family for dinner. Turn the pieces of direct speech into reported speech. Choose appropriate reporting verbs from the following.**

agree ask inquire invite offer
remind reply say suggest tell thank

*When they arrived …*

**Mrs Q** Please sit down and make yourselves comfortable.

**Mr Q** Did you have a good flight from New York, Stella?

**Stella** It was a long flight, but everything went well, and I was able to get some sleep on the way.

**Mrs Q** What are you planning to do in Kurdistan, Stella?

**Stella** When Kate finishes work on Thursday, our plan is to take off and travel round Kurdistan.

*Later, when it was time to leave …*

**Stella / Kate** Thank you for a wonderful evening.

**Mr Q** Come and see us again soon.

**Azad** Don't forget that I'm taking both of you to the exhibition tomorrow. I can come for you at 3.00 if you like.

Hi again, everyone!

When I wrote yesterday, I said that Azad had invited Kate and me for dinner with his family last night. Well, that was what happened, and we had a really nice time. When we arrived, Azad's mother ______________________

# Literary Reader: Treasure Island by Robert Louis Stevenson

## Episode 1: The old sailor

**A Add the correct thing or person from Episode 1.**

1 ______________________: This was the inn where Jim lived with his parents.
2 ______________________: This was the old sailor who arrived one day and decided to stay.
3 ______________________: This was where he went with his telescope to watch the ships.
4 ______________________: This was the person who visited to help Jim's father when he became ill.
5 ______________________: This was the man who came to see 'my mate, Bill' and later had a sword fight with him.

**B Dr Livesey, as a good magistrate, decided to write notes about the noisy, dangerous guest who nearly attacked him at The Admiral Benbow. Complete the notes for him.**

*This man is usually called* ______________________

*He is also called* ______________________ *by his old shipmates.*

*General description, including clothing:* ______________________

______________________

______________________

______________________

*Details of scar and tattoos:* ______________________

______________________

______________________

______________________

*Weapons:* ______________________

*(Used* ______________________ *against Black Dog;*

*nearly attacked me with* ______________________ *)*

*Health:* ______________________

______________________

*due to* ______________________

______________________

**C Exam practice: Write a paragraph.**

**Dr Livesey had to write a report of events at The Admiral Benbow up to the captain's death, and this had to include a short description of the captain. Use your notes in B to write this description.**

*This man was usually called the captain, but he was also* ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________




**D Match sentence parts 1–7 and a–g to start a summary.**

1 The captain arrived with his sea-chest one day, … *c*
2 He seemed to like the bay and its cliffs … ______
3 Back at the inn every evening, he used to drink and sing, and tell frightening stories … ______
4 Jim realized that the captain was nervous about other sailors … ______
5 While the captain was staying at The Admiral Benbow, Jim's father became ill, … ______
6 During one of these visits Dr Livesey refused to listen to a story by the captain, … ______
7 One day, when the captain was out watching for ships, a horrible looking man called Black Dog arrived … ______

a … and that he was especially worried about a seaman who only had one leg.
b … and hid behind the door, waiting to surprise the captain on his return.
c … and he decided to stay at The Admiral Benbow.
d … who got very angry and nearly attacked him with a knife.
e … which he ordered everyone to hear in silence.
f … because it was quiet, and he could watch the ships out at sea.
g … so Dr Livesey came to look after him.

**E Match sentence parts 8–15 and h–o to complete the summary.**

**8** Later, Jim heard the two men talking quietly at first, …
**9** Although the captain won the fight and made Black Dog run away, …
**10** When Jim later went to see the captain as he was resting in bed, …
**11** The day after Jim's father suddenly died, …
**12** Although he was very weak and getting weaker, …
**13** Several days later, when Jim was standing at the inn door, …
**14** The blind man put something into the frightened captain's hand, …
**15** The captain looked down at the thing in his hand, cried out something about time, …

**h** … the old seaman told him a little about his secret and the men who were looking for him.
**i** … the captain started coming downstairs again to drink and sing.
**j** … tried to stand up and then fell to the floor, dead.
**k** … but then the conversation turned first into an argument and then a sword fight.
**l** … another visitor, a horrible blind man, arrived and ordered the boy to take him to the captain.
**m** … he collapsed soon after that, and he was lucky that Dr Livesey was there to help him.
**n** … he sat there with his sword, ready for trouble.
**o** … and then he immediately left again.

**F Work with a partner. Take turns to read out the whole summary, sentence by sentence.**



## Episode 2: Everything changes at the inn

**A Find the mistakes and write out the sentences correctly. (There are always two or more mistakes.)**

**1** It was about ~~seven~~ o'clock when Jim found the key to the captain's ~~bedroom door~~ on a piece of string in his pocket.

*It was about six o'clock* ______________________________

______________________________

**2** Jim and his mother had counted all their money when they heard Black Dog downstairs as he banged on a window and tried to get in.

______________________________

______________________________

**3** After Pew and six or seven other men had run over the bridge to the inn, most of them stayed outside while he went in, and he found first the chest and then the dead captain's body.

______________________________

______________________________

**4** Pew could not see where he should go, and he was injured when he fell under one of his men's galloping horses.

______________________________

______________________________

**5** Jim and the others found the captain and carried him to the village, and there he recovered well after a long while.

______________________________

______________________________

**6** Jim told Mr Dance about the packet that he had taken from the captain's coat pocket, and he said that he wanted to get it to the squire.

______________________________

______________________________

**7** The squire was having dinner at Dr Livesey's house, and there Jim and Mr Dance found them smoking their pipes in the dining-room.

______________________________

______________________________

**8** When the squire opened the packet that Mr Dance had brought, they found two books and a rolled-up map.

______________________________

______________________________

**9** The map showed a big country and, on the back of it, there were details about how to find the captain's treasure there.

______________________________

______________________________

**10** The squire decided to lead a voyage from London to find the treasure, and the doctor agreed to go, but he also told the squire to tell everyone about the map.

______________________________

______________________________

**B Exam practice: Write a paragraph.**

**Give full answers to write a paragraph about the situation after the captain's death.**

Who did Jim tell about Pew's visit and the captain's sudden death as soon as she came? What was it hard for them to decide then? On the one hand, who did Jim want to go and see? And what did he want to tell him about? On the other hand, why didn't he want to do that? Why were they also against staying together at The Admiral Benbow? What did they therefore decide to do next? Then what did they plan to do after that? Why did they want to do that?

*As soon as Jim's* ________________________________________



## Episode 3: The sea-cook

**A Complete Dr Livesey's notes about the ship.**



*Name:* ______________________

*Weight:* ______________________

*Bought by:* ______________________

*Where bought:* ______________________

*With the help of:* ______________________



**B Complete Dr Livesey's notes about the new ship's cook and the new captain. Use his own ideas and all the other information available in Episode 3.**

*The ship's cook*

*Name:* ______________________

*Owns and runs:* ______________________

*in:* ______________________

*General description:* ______________________

______________________

______________________

______________________

______________________

*What sort of person he seems to be:* ______________________

______________________



*The captain*

*Name:* ______________________ *Was found by:* ______________________

*Took the job under:* ______________________

*What sort of person he seems to be:* ______________________

______________________

*Things he told us he did not like: 1)* ______________________

*2)* ______________________ *3)* ______________________

**C Exam practice: Write two paragraphs.**

**Dr Livesey had to write a report about people who took part in the voyage. Use his notes in B to write a paragraph each about the ship's cook and the captain.**

**The ship's cook**

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

**The captain**

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________




**D Answer the questions.**

**1** During the period before the Hispaniola sailed, where were the squire, Dr Livesey and Jim Hawkins?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

**2** What two things did the squire have to find during this period, and who helped him to find each?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

**3** Why was Jim sure that Long John Silver could not be the frightening one-legged man who Bill, the guest at The Admiral Benbow, had spoken about?

______________________________________________

______________________________________________

**4** What did Smollett feel were, on the one hand, the good and, on the other hand, the very bad things about Mr Arrow?

______________________________________________

______________________________________________

**5** What did members of the crew know about the aim of the voyage that Smollett did now know, and how did he feel about this?

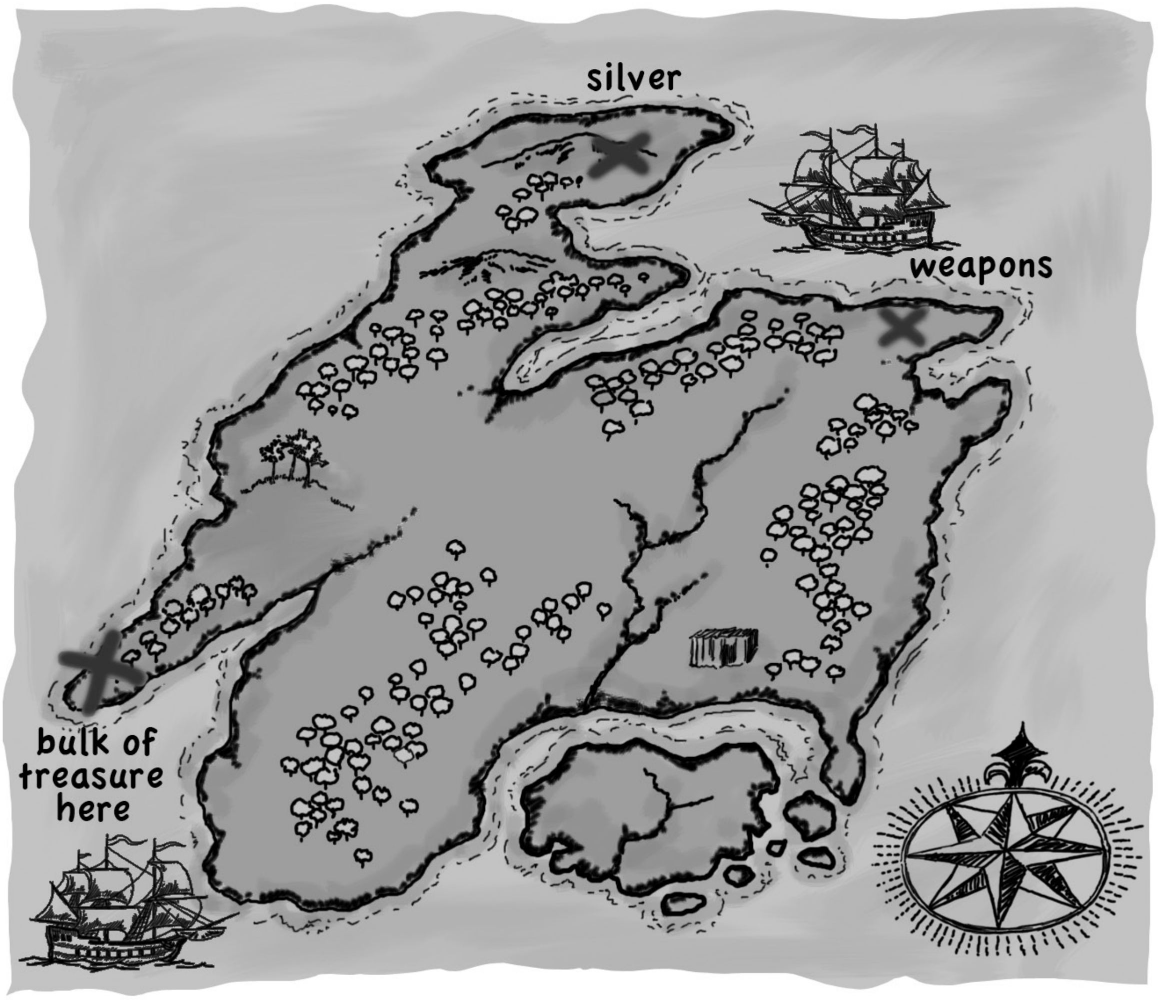
____________________________________________________________________

____________________________________________________________________

**6** Why did Smollett want all the weapons to be kept near the squire and the people who seemed reliable at the stern of the ship?

____________________________________________________________________

____________________________________________________________________



## Episode 4: The voyage

**A Add the missing words to the summary of Episode 4, Section 1: The voyage begins.**

Everyone worked hard all (1) ____________________ to get the ship ready to leave Bristol early the next morning. When the time came, the sailors called for (2) ____________________ to sing as they lifted the heavy ship's (3) ____________________. The song made Jim remember how the old (4) ____________________ used to sing back at (5) ____________________.

The voyage appeared to go quite well at first. The (6) ____________________ was a good ship, the crew were (7) ____________________, and Captain Smollett (8) ____________________ how to do his job well. There was only one man who was a problem – (9) ____________________, but he disappeared one dark, stormy (10) ____________________, and it seemed that he must have fallen into the sea.

Even though Long John Silver only had one (11) ____________________, he was able to get around amazingly well. He was also friendly with everyone, including Jim, and he often invited the cabin boy into his (12) ____________________. In there, he kept his parrot, called (13) ____________________, and this bird used to keep repeating the words (14) ____________________. Silver explained that the parrot had learned these words when a huge (15) ____________________ of these coins had been pulled up from the seabed.



**B Complete these statements about Episode 4, Sections 2 and 3. Tick (✓) a, b or c.**

**1** Jim Hawkins climbed into the barrel on deck
**a** to have a sleep. ☐
**b** to listen to Long John Silver and the others. ☐
**c** to get himself an apple to eat. ☑

**2** Israel Hands and Long John Silver disagreed about
**a** the idea of taking the treasure from the squire and the others. ☐
**b** when to take the ship from the squire and the others. ☐
**c** whether to kill the squire and the others afterwards. ☐

**3** When Smollett showed Long John Silver the map, he asked him to say
**a** where he had once landed for supplies and water many years before. ☐
**b** where the treasure was buried. ☐
**c** where he had once hidden some supplies years before. ☐

**4** After Jim had told the others what he had heard in the barrel, they guessed that
**a** there might be nearly four times more people against them than there were for them. ☐
**b** the other side could have nearly 80% of everyone on board the ship. ☐
**c** Long John Silver might have nearly three quarters of everyone on board on his side. ☐

**5** Captain Smollett said that they should attack the pirates
**a** and then turn back to England. ☐
**b** only when they had found out which sailors were for the pirates and which were not. ☐
**c** only after they had found the treasure. ☐

**C Exam practice: Write two paragraphs.**

**Give full answers to summarise things we learn from the conversation that Jim hears by accident.**

Through the apple barrel episode, what do we discover that Long John Silver really is? By talking to young Dick, what is the older man persuading him to do? Who else does he talk to after this and what do we learn about this man?

When Silver talks to Dick about money, how does he show that he is different from the other men? From this, do we realize that he is much more or much less clever than the others? What does he say about his future plans after they take the treasure?

**Long John Silver and his future plans**

*Through the apple barrel incident,* ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## Episode 5: We arrive at the island

**A Match sentence parts 1–7 and a–g to start a summary of sections 1 and 2.**

**1** after / Hispaniola (reach) / island / next morning, _e_

**2** men (be) clearly close / mutiny, ____

**3** Smollett (decide) Silver / most / crew should go ashore ____

**4** Jim (decide) to drop quietly into one / pirates' boats, but Silver (see) him, ____

**5** when Jim later (hear) voices, / quietly (move) closer, ____

**6** (see) that Silver (try) / persuade Tom / join / pirates, ____

**7** then Silver (blow) / whistle, and Jim (guess) that he (call) / men, ____

**a** and / (see) that it (be) Silver / one / crew (call) Tom

**b** and so / (run) back through / woods / save his own life

**c** and when Tom (refuse), Silver cruelly (kill) / poor man

**d** so when / boats (reach) / beach, / boy (jump) out / (run) into / woods for safety

**e** crew (stop) following orders properly / (start) grumbling

**f** because Silver (tell) / men / work properly to hide / secret plan

**g** and so we (have) / meeting / cabin / decide what to do

**B Write out the complete summary, expanding as necessary and putting the verbs in the correct forms.**

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

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______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

**C Work with a partner. Take turns to read out the whole summary, sentence by sentence.**



**D Exam practice: Write three paragraphs.**

**Tell the story of Ben Gunn and Treasure Island in three short paragraphs.**

**1 Expand the sentence parts and put them in the correct order to form topic sentences for each paragraph.**

- on / second visit / Treasure Island, / B.G. (be) on / different ship / (persuade) / crew / help him look for / treasure
- in / three years from then until now, / (live) alone, and / (have) only / to eat / all that time
- B.G. first (come) / Treasure Island many years ago when / (be) / member of Captain Flint's crew

**2 Write out the first topic sentence below, and then add information to complete the first paragraph. Write about:**

- other members of the crew
- what happened on the island

**3 Write out the second topic sentence below, and then add information to complete the second paragraph. Write about:**

- what happened on the island during the first twelve days
- what happened after that

**4 Write out the third topic sentence below, and then add information to complete the third paragraph. Write about:**

- what B.G. seems to have found during these years, and how we know this
- what he is frightened about when he first sees Jim
- what he promises to give Jim, and why
- how he hopes to leave T.I. for ever

**Ben Gunn and Treasure Island**

*Ben Gunn first came to Treasure Island many years ago when* ______

## Episode 6: The stockade

**A Find the mistakes and write out the sentences correctly. (There are always three or more mistakes.)**

1 The doctor and ~~Redruth~~ took ~~two boats~~ and landed far to the ~~right~~ of the pirates' boat, and not far from a stockade which they had seen ~~from the ship~~.

*The doctor and Hunter took* ______________________________

______________________________

2 After a quick return to the beach, the doctor and the others loaded his seaman's chest, some food supplies, some swords and some gun powder to take to the stockade.

______________________________

______________________________

______________________________

3 On the boat's fourth and final trip to the shore, the squire, the doctor, Captain Smollett and three others took with them various supplies. Silver and the other five men they trusted were left behind on the ship.

______________________________

______________________________

______________________________

4 With its heavy load, the boat was low in the water, so when a musket shot from the Hispaniola fell right on it, it began to sink, and everyone had to swim to the beach, leaving all their supplies underwater.

______________________________

______________________________

______________________________

5 Grey and Hunter got the rest of the supplies at low tide, so then everyone inside the stockade had enough food for only eight days – and they could not hope for Blandy's rescue ship to arrive for several weeks.

______________________________

______________________________

______________________________

6 As Jim returned to his friends with Ben Gunn's request for a meeting with Captain Smollett, the young cabin-boy saw the Jolly Roger flying above the stockade and Captain Smollett's flag flying from the ship's mast.

______________________________

______________________________

______________________________

7 After Jim's return to the ship, he slept long and deep, and he was finally woken up next afternoon by the sound of birds in the trees and the pirates' request for a peace meeting with Silver, who now called himself 'Admiral'.

8 Silver threw his hat over the stockade fence, came through the gate in the fence, and then he offered to exchange the lives of everyone outside for some food, but the squire offered instead a fair trial for all the pirates back in England.

9 Angrily, Silver said that the lucky ones would be the ones who died in the coming fight. While he was leaving, everyone prepared swords for the pirate attack which followed two hours later and which left many dead and badly hurt.

**B Exam practice: Write a short essay.**

**1 Take the part of Dr Livesey and write notes about the friends' situation at the end of the fight. List points in their favour and points in the pirates' favour.**

- more/fewer people, control of the stockade/the rest of the island/the ship:
- weapons on both sides:
- supplies on both sides – including food for the friends to survive for how long; how long before a rescue ship can arrive:

**2 Use these sentence parts to write the doctor's introductory paragraph on the next page.**

following / terrible fight / stockade, / (seem) / good time to consider / situation in detail. Here (be) some / points in our favour / points against us

**3 Use your notes from 1 to write three more short paragraphs about the situation on the next page.**

**4 Write your conclusion starting as shown below, and then finish with your own answers to these questions.**

- Are the dangers greater than / less great than the points in your favour?
- Do you believe that your friends and you will survive and return home safely, or do you think that your friends and you will be killed and will never leave Treasure Island alive?

**Our situation at the end of the fight**

*Following our terrible fight at the stockade, this seems*

*After considering our situation from different points of view, I feel that*



## Episode 7: My sea adventure

**A Complete these statements about Episode 7, Sections 1 and 2. Tick (✓) a, b or c.**

**1** Jim left the stockade
**a** soon after the doctor had left. ☐
**b** at the end of the afternoon. ☑
**c** soon after it had got dark. ☐

**2** The doctor and Jim
**a** both took weapons with them when they left the stockade. ☐
**b** told the others where they planned to go. ☐
**c** went to get away from the dead bodies. ☐

**3** Before Jim left the stockade, his plan was
**a** to cut the Hispaniola free. ☐
**b** to get Ben Gunn's boat and sail out to the ship. ☐
**c** just to find Ben Gunn's boat. ☐

**4** Jim sailed the boat out to the Hispaniola
**a** so as to take it and keep it somewhere safe from the pirates. ☐
**b** so that he could cut the anchor rope and get on board. ☐
**c** in order to let the ship go and stop the pirates from using it. ☐

**5** When Jim cut the rope, the ship and the boat started moving
**a** in opposite directions along the coast. ☐
**b** straight out to sea, away from the island. ☐
**c** in roughly the same direction along the line of the shore. ☐

**6** When Jim saw the Hispaniola again next morning,
**a** he wanted to stop the ship from hitting the rocky shore. ☐
**b** he had the idea of getting the ship back from the pirates. ☐
**c** he realized that there was no one on board. ☐



**B Add the missing words to the summary of Episode 7, Sections 3 and 4.**

After Jim had climbed on board the (1) ____________________, he found two men who both seemed (2) ____________________. Jim was thinking that they must have killed each other, but then one of them – (3) ____________________ – moved and asked for some brandy.

Jim found some brandy for the pirate, gave it to him, and then told the man that he, Jim Hawkins, was now in charge.

Both Jim and Hands now wanted to beach the (4) ____________________ somewhere safe, but Jim did not know how to sail the ship and Hands was not strong enough to do the job. Instead, he offered to tell the boy what to do, and soon Jim was (5) ____________________ the ship into the safety of the (6) ____________________.

Just before the Hispaniola beached, Jim turned to find Hands standing with a (7) ________________ in his hand, ready to kill him. He came towards Jim, but Jim quickly moved to avoid the attack. And then the ship hit the shore violently and fell to one (8) ____________________, throwing both man and boy to the (9) ____________________. Jim quickly got up, ran to the nearest (10) ____________________ and started climbing up. When he was high up, he stopped to load his (11) ____________________. But Hands was following fast. Then he too stopped as he (12) ____________________ the knife and hit Jim in the (13) ____________________. Despite this, Jim was able to fire both guns, and Hands fell into the (14) ____________________ with a cry.

Finding that he was not badly hurt, Jim threw the other dead man into the water, too. Then, leaving the ship as safe as he could, he started walking back as fast as possible to the (15) ____________________ to tell his friends everything that had happened.

He finally got there late at (16) ____________________, and he was happy to hear loud snoring as his friends slept inside. But then, going in through the (17) ____________________, he was surprised to hear a strange voice calling out, 'Pieces of eight! Pieces of eight!' It was the (18) ____________________, Captain Flint!

There was no time to do anything: in a moment, the pirates were awake, and they quickly caught Jim. There was no escape!



**C Exam practice: Write a short, imaginative essay.**

**Imagine yourself, as Jim, asleep in the boat. Describe your dreams about home and events at The Admiral Benbow. Describe three of the events – strange, frightening or sad – that you remember most clearly.**

**Write a short paragraph about each.**

**My dreams about home and events at The Admiral Benbow**

*After I had fallen asleep, I soon started dreaming about*



## Episode 8: Captain Silver

**A Answer the questions about Sections 1–3.**

**1** When Jim wrote, 'So, my friends were alive.' what did he mean?

**2** The pirates went outside to discuss someone, and to decided whether to do something. Who, and what?

**3** Why did Silver think that Jim was more useful alive than dead?

**4** How did Silver change his men's minds and make them support him again? (Make two points.)

**5** Why did the doctor come to the stockade the next morning?

**6** What was Silver most worried about, and how did he ask the doctor to help him?

**7** How did the doctor feel about Jim's recent actions – a) before he heard the boy's explanation, and b) after he heard it?



**B Match sentence parts 1–9 and a–i to start a summary of sections 4–6.**

1 when / pirates (go) up / hill to find / treasure, d
2 pirates (be) frightened first to find / skeleton ____
3 they (become) very excited as / (get) near / treasure site, but ____
4 shock (change) to anger and / (turn) to kill Silver / Jim, but ____
5 during their return to / boats, / doctor (explain) everything and Jim (learn) ____
6 after (destroy) one boat / and (row) / other along / coast to / cave, ____
7 squire (not want) to accept Silver, but by the evening that terrible pirate ____
8 it (take) days (load) all / treasure / Hispaniola, but then they (be) ready: ____
9 when / reach Mexico, Long John Silver (disappear) with / bag / coins ____

a they (join) / squire / Captain Smollett – and there of course (be) / treasure, too
b and then to hear what they (think) was / sound of / ghost singing
c then musket shots (hit) two / them and / other three quickly (run) away
d Long John Silver (tie) Jim with some rope / (make) him follow
e and / others (sail) away / England with all the rest / treasure
f when / (reach) it all they (find) was / large, empty hole
g (leave) some supplies for / three pirates, and / (sail) away from Treasure Island for ever
h (turn) himself back into / same friendly seaman he (seem) to be / Bristol long before
i that Ben Gunn (find) and (move) / treasure to / secret cave long before

**C Write out the complete summary, expanding as necessary and putting the verbs in the correct forms.**

**D Interpret the text.**

1 How did Jim react in Section 1 when Long John Silver told him he had the treasure map, and what did Jim probably think then?

______________________________________________

______________________________________________

2 What do we learn in Section 5 that shows why the doctor was happy to give the map to Silver?

______________________________________________

______________________________________________

______________________________________________

3 What did the doctor mean in Section 3 when he told Silver to expect trouble?

______________________________________________

______________________________________________

______________________________________________

**E Exam practice: Write a short, imaginative narrative.**

**In Episode 6, Dr Livesey tells part of the story. Now do the same for the time after he leaves the stockade at the start of Episode 7. Imagine and tell the doctor's story of his journey to find and talk to Ben Gunn. When you narrate their conversation, use a mixture of direct and reported speech.**

**What happened after I left the stockade**

*After eating lunch, I picked up two pistols, a musket, a sword and the treasure map and walked quickly into the woods to the north.*



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